Unit Three: Embracing Heritage

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| Bud, Not Buddy (excerpt from Holt Elements of Literature pg. 127)  By: Christopher Paul Curtis |

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| Focus Standards | Essential Questions | Vocabulary | Reading Skill | Literary Analysis | Writing | Extension Activities |
| **Common Core**  **Essential**  **Standard #:RI 6.6, RI 6.3, RI 6.9,**  **W 6.1, W 6.5, SL 6.3, L 6.4,**  **L 6.4(c), L 6.4(d)** | How does heritage define us individually and as a nation?   How do I make inferences and draw conclusions?   What does the writer tell you about how the character acts, thinks, or feels? What do you think you know about people who act or think or dress that way?   What does the writer tell you about the problems the character faces? What do you know about the situation or similar situations?   What does the writer tell you about the way people respond to the character? What do these responses usually tell you about a person? | Synonyms  Inferences   Characterization  The Great  Depression | Drawing inferences  As students read the selection, students will record the inferences they make about Bud’s character, situation in life and past experiences. | Character analysis | Research orphanages during the Great Depression and compare them to modern homes for orphaned children. Using support from your research write an essay either in support of or against orphanages.   **Grammar:** Revise and edit essays in peer workshops. | Read entire novel   “Orphan Train Rider” by Andrea Warren |